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## Report for the Centre for Women of Colour: Dealing with Institutional Racism at McMaster University

### Vayase Consulting

This report has been produced for the Centre for Women of Colour CWC, Hamilton Canada. It summarises the Racial Issues experienced by CWC members and provides recommendations on how the CWC can conduct concrete tests that will allow them to validate member experiences and subsequently pursue a course of redress with McMaster University. Racism and ethnic diversity are still real issues even in developed economies such as the United Kingdom, Germany, Japan and the USA. They need to be dealt with, seriously no matter how slight as they unravel the social fabric necessary for building Strong and Vibrant local communities.

**Research**

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Ushewokunze

**Important Notice**

We have relied on data and information, which we reasonably believe to be up-to-date and correct when preparing this Report, but because it comes from a variety of sources outside of our direct control, we cannot guarantee that all of it is entirely accurate or up-to-date.

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*Dealing with Institutional Racism at McMaster University*

**Executive Summary**

The following report has been prepared for the Centre for Women of Colour (CWC). It examines the experiences of members of CWC with regards to instances of Institutional Racism at McMaster University. It looks at the various forms of Institutional Racism such as under representation of racialized groups amongst students, staff and faculty that occur in academia. It then compares CWC member experiences with these commonly understood forms of racism to determine whether there may be a case for McMaster University to answer.

The claims raised by CWC members ranged from environmental intimidation to outright bullying and racial abuse. Examination of the white graduate experience revealed that the experiences of CWC members were localized to racialized groups indicating the strong presence of Institutional Racism. Statements from members of academia in the local community seemed to indicate the presence of a high level of internalized racism<sup>i</sup> especially with respect to McMaster University. The level of internalization seemed akin to that experienced during the Apartheid era in South Africa, indicating extremely high levels of Institutional Racism.

Given the severity of the claims it was recommended that the CWC execute a variety of tests to determine the validity of CWC member claims. Based on the results of the tests additional actions have been recommended which include engaging McMaster University directly on the issue and if necessary local, provincial and national anti-racism bodies.

Institutional racism is not a trifling matter, organizations all over the world have been set up to eradicate it. It is a phenomenon that needs to be eliminated for the benefit of not just CWC members but also the Hamilton community, and Canada at large.

## **1 Introduction**

The purpose of this report is to examine whether the key indicators of Institutional Racism exist at McMaster University and how best the Centre for Women of Colour (CWC) can deal with McMaster University in redressing the situation. The aim of any redress being to create a nurturing Anti-Racism and Culturally Pluralistic learning and working environment, that supports the aspirations and needs of the local community especially those of people of colour.

Institutional racism is defined as:

*"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people."*<sup>ii</sup>

It is a destructive force that eats at the very fabric of local communities regressing the sense and strength of common values that are shared between members of society. An example of this was the Chinese Head tax<sup>iii</sup> that was imposed in Canada and subsequently repealed during the early 20<sup>th</sup> Century.

## **2 Common Forms of Racism in Academia**

Racism exists in many forms in academia, with the Institutional form being the hardest to prove. Institutional racism in academia often contributes to creating a hostile, oppressive and unsafe learning and working environment. The consequences for the organization where it is practiced range from difficulty recruiting the best and brightest<sup>iv</sup> to extreme friction with the local community<sup>v</sup> and even legal action. The list below is non exhaustive and contains some of the more common forms of racism that exist in Academia<sup>vi</sup>:

1. Under-representation of racialized faculty
2. Under-representation of racialized minorities among students
3. Eurocentric Curricular
4. Lack of public data on the racial balance amongst students and faculty<sup>vii</sup>
5. Minimal or lack of response to racist incidents
6. Racialized admission criteria
7. Name based discrimination

The different forms are usually intermixed and therefore are sometimes difficult to separate and identify. The above list represents symptomatic forms of Institutional racism what it does not cover are the more insidious and usually unconsciously perpetuated forms, which reside away from the public view. Examples of these include<sup>viii</sup>:

1. The condoning of the use of racial stereotypes, by students and faculty
2. Use of racially derogatory terms in the classroom
3. Suppression of minority decent during racially charged discussions
4. Exclusion of racial discussion or racialized minorities in Campus media
5. Inadequate or non-existent infrastructure for the raising and dealing effectively with complaints about racism

It is these other forms that have the greatest impact on racialized students and faculty, as these forms are the ones that they have to experience on a daily basis, making for a poisoned learning and working environment.

### **3 CWC Member and Community Experiences of McMaster University**

Excerpts from some of the experiences of CWC members and members of the community are contained in Appendix 7.1.

It is important to state that CWC Members are not averse to applying to and attending other institutions. However the challenge for CWC members and some members of the community is that of proximity. Simply for a variety of reasons individuals are unable to commute the long distances that are required to attend other institutions of sufficient calibre. There is also the employment dimension. Interviews with local employers have shown that they generally want to hire graduates from McMaster University. This subsequently leads to a phenomenon where by CWC members that graduate from other universities have difficulty finding work in Hamilton.

With regard to member experiences, there has been extreme difficulty in engaging with McMaster University. For example:

1. Members have been told by McMaster University that they should not look at the degree requirements posted on the website and that they should come to the University in person to get information.
2. CWC members that carried fully or partially non-Anglicized names have then found it difficult to get in person appointments scheduled with McMaster University over the phone.
3. CWC members that have managed to attend in person have subsequently found it extremely challenging difficult to get the assistance they need in many instances suffering the most insidious forms of racial abuse ranging from mis-information<sup>ix</sup> to outright bullying<sup>x</sup>.

Further interviews with local white graduates from McMaster University to determine whether this was common practice at McMaster University, seemed to show that the occurrences described above were purely the experience of racialized students. The impression of white graduates interviewed was that the lack of ethnic diversity at McMaster University was not an issue. The feeling they held was that McMaster University was “the greatest place on earth.” The ray of hope however was that this view does not seem to be reflected amongst prospective white students with one interviewee explicitly stating that she avoided McMaster University specifically because of the lack of diversity.

Members of the local community in academia have also stated that McMaster University will always discriminate against an individual using their last name and that the only way round this is to Anglicize one’s last name. They have also stated that there is no point protesting as nothing will come of it. This shows a deep form of internalized racism that is akin to that which existed during the Apartheid era in South Africa<sup>xi</sup>. That it came from an academic in a supposedly non-racial country about a leading university, raises serious questions.

#### **4 Indications of Institutional Racism at McMaster University**

Given the experiences of CWC members and people of colour in the local community it would appear that there are strong indications of institutional racism at McMaster University. In the simplest given the claim by McMaster University in its vision statement that "We serve the social, cultural, and economic needs of our community and society"<sup>xii</sup> it can be seen that this statement is in the simplest false. McMaster purports to fulfil its Vision by importing non-Canadians. However based on 2010 figures<sup>xiii</sup> posted on the University website McMaster has a foreign student intake of approximately 6% for Undergraduates and a massive 17% for Post Graduates. It is worth noting that the Graduate figure is much higher than the intake of local Canadian Black Minorities of African decent at 13%. This raises the question as to whether the university is truly serving the long-term local and national interest.

Examining the statistics for the Hamilton community<sup>xiv</sup> which list the Total Canadian Black Minority population at 20%, there is a split of 13% Canadian Black African and 7% Canadian Black other. Assuming that McMaster University is focused on furthering the aims of the local community it stands to reason that the University should be using a proportional intake system to ensure that its internal ethnic diversity for Canadians reflects the diversity of Hamilton. Given this assumption the Total Canadian Black Minority population in the university should conservatively be no less than 4000 students. Of which no less than 2600 should be Canadians of Black African decent and the remaining 1400 Canadians of Other Black decent<sup>xv</sup>. These values are statistically significant. They mean that the experiences of individuals such as Aisha<sup>xvi</sup> should not be possible. Even raising the foreign intake to 10% to account for changes in the world economy it is insufficient to explain the lack of diversity within McMaster University.

Further analysis to determine whether the effects might be due to insufficient graduates from local high schools<sup>xvii</sup> showed that the local graduating Canadian Black Minority population was more than sufficient at approximately 1500 to fill the estimated annual local Canadian Black Minority student intake quota for McMaster University at 800. Assuming McMaster University continues its drive to secure 60% non-local students the sufficiency of local institutions increases, as only 300 students need to be sourced locally. It therefore stands to reason that there is an active policy of deterrence, dissuasion and possibly intimidation against the attendance of local racialized groups.

It was not possible to secure direct figures on diversity balance within McMaster University so as to confirm estimates.

Cursory examination<sup>xviii</sup> of the Senior Faculty of McMaster University showed that of all the six Deans of McMaster University, there were no Deans from Racialized Groups. This is a key indicator<sup>xix</sup> that Institutional Racism may have an extremely strong presence within McMaster University and is deeply entrenched.

Examining the cases mentioned by CWC members, the instances of Academic quality being ignored in favour of Anglicization<sup>xx</sup>, shows that McMaster University does have an active and current policy of discrimination against racialized groups. This policy is the equivalent to that of the Apartheid System, which was abolished in South African in the last Century<sup>xx</sup>. It also renders the claim that "100 per cent of entering students with averages of 75 per cent or higher"<sup>xxi</sup> as blatantly false.

In short given the statistical data and claims by CWC Members it would appear that McMaster University does have a very serious case to answer for.



## **5 How to Validate CWC Member Experiences**

Given the experiences of members and the seriousness of the claims it is necessary for the CWC to validate and document the actual behaviour of McMaster University towards prospective students of colour.

To validate the CWC need to implement the following tests to determine the efficacy of member claims and establish the necessary basis for action:

1. CWC needs to attempt to contact McMaster University directly using the credentials of a member with an African name and log the times of contact and the subsequent response from McMaster University.
2. CWC then needs to attempt to contact McMaster University directly using the credentials of a member with an Anglicized name and log the times of contact and the subsequent response from McMaster University
3. CWC needs to formally submit an application to McMaster University from a member for a degree for which they already carry World recognized qualifications, and have a fully African name then log the response from McMaster University
4. CWC needs to formally submit an application to McMaster University from a member or a member of the community (who is a person of colour) that carries a fully Anglicized name, however has below the required qualifications for the Degree. The CWC should log the response from McMaster University

The CWC should at all points avoid direct interview based interaction with McMaster University until the tests are concluded.

After these actions have been executed, the CWC needs to take copies of all submitted applications to Toronto University to have them validated on whether the degree candidates would have been admitted. This will provide the necessary triangulation needed for subsequent action should it be required.

## **6 Recommendations**

It is our recommendation that the CWC execute the tests outlined above with extreme urgency to determine the validity of member claims. In the event that member claims are substantiated Vayase Consulting would recommend the following course of action:

1. The CWC should schedule a meeting with the administration of McMaster University and demand the following:
  - a. A diversity profile and statistics for the University
  - b. A diversity audit of all faculties of both faculty and student populations
  - c. A review of all applications for the period 2011/2012 and 2012/2013
  - d. A diversity profile for all staff and faculty
  - e. A diversity profile on all intake for 2011/2012 and 2012/2013
  - f. A full public review of PABIC and HRES as these are the bodies that should be effecting aggressive changes throughout McMaster University on this issue both specifically and generally
  - g. Going forward all McMaster intake is to follow the 13/7 principle with the initial goal that by the end of 2014 at least 15% of all intake from all routes will be of Canadian Black Minorities at least 10% of this Canadian Black Minorities of African decent and 5% of this Canadian Black minorities of Other Black decent, this should subsequently rise to the full 20%
2. The CWC should immediately engage provincial and federal authorities to determine punitive sanctions in place to support diversity drives within Universities
3. The CWC should immediately engage the National Anti-Racism Council of Canada (NARCC) on this issue
4. The CWC should immediately engage The Canadian Federation of Students on this issue
5. The CWC should immediately engage legal support to determine the Legal remedies available to CWC members and whether a form of class action is possible

It should be understood that should CWC Member claims be valid this is only the beginning of a protracted engagement with McMaster University. Once equality of access has been secured it will be imperative to secure equality of learning and working. With the increase in students of colour from the local community there will be a rise in instances of academic and social racism as the system clears out old structures and brings in new.

It should be understood that

*"Apartheid cannot be reformed; it has to be eliminated."*<sup>xxii</sup>

The same applies to Institutional racism.

## **7 Appendix**

### **7.1 Appendix – CWC Member and Community Experiences**

The names mentioned in these experiences have been explicitly anonymized to preserve the privacy of individuals that have contributed to this research.

#### **7.1.1 Raj's learning**

Raj is a member of the local Hamilton community. He went to McMaster University for advice on how to apply to do a business degree. He was told initially that his grades were too low and that he needed to raise his grades. The advisor recommended McMaster's Continuing Education Programme and stated that if his grades met the requirement he would be able to do the degree.

Raj followed the advice and pursued the program. His grades were so exceptional that Brock University made him an immediate unconditional offer without his application. Due to family commitments Raj could not commute to Brock hence his application to McMaster University. After an extended administrative silence McMaster University proceeded to send him a letter of rejection.

#### **7.1.2 The case of Jane Scott**

Jane Scott a member of CWC went to McMaster University to find out about degree programmes that would lead to her becoming a personal trainer. She had total ease booking her appointment with the advisor.

When she arrived at McMaster University and met the advisor, the first statement the advisor made on seeing her was "I didn't know you were Black! How come a Black person like you has a name like Scott?" Jane was so taken aback by the comments she simply turned and left.

Jane subsequently re-applied to McMaster University, however this time for a nursing degree. Although her Grade Point Average (GPA) was obviously too low for that degree program McMaster University still accepted her and offered her a place.

At the same time other CWC members had applied for the same degree and had much higher GPAs. All of these members received letters of rejection from McMaster University. This occurred during the 2011.

#### **7.1.3 The Story of Tinashe**

Tinashe who graduated from St John's College, one of the 5 best Universities in the Americas, decided that she would like to attend a course at McMaster University since she could not commute elsewhere as she had severe child care needs. She could not get information, over the phone from McMaster University so she decided to go to the university in person.

The advisor that she saw gave her the run around until she (the advisor) realized that with qualifications from St John's College Tinashe was more than eligible to attend McMaster University. At this point she began to bully Tinashe, questioning her ability to do the course and stating that the course was "Difficult after all." Tinashe withdrew and decided to return with a friend (who was also a person of colour) for support. During the discussion with the advisor, when the advisor began bullying Tinashe again, her friend witnessing this interjected verbally, at which point the advisor accused Tinashe's friend of physically attacking her, and ordered Tinashe's friend to sit in the corner. At this point Tinashe's friend left the room and demanded to see the advisor's boss demanding an apology for the racist abuse she had just received. The advisor was summoned. However in giving the apology stated "... I am not a racist."

Given the extreme harassment Tinashe faced at McMaster University, she has since opted to attend Mohawk College.

#### **7.1.4 Aisha's fear**

Aisha is a devout Muslim and a member the CWC that wanted to do a degree at McMaster University, which would lead her to the teaching profession. Aisha was unable to consider educational institutions further afield due to her family's concerns.

She decided to go to McMaster University for advice. When she was parking her car she realized she didn't see any Black people. As she was walking to the office again she saw no Black people so too as she walked into the office. Witnessing the lack of ethnic diversity, intimidated her so much that she left, fearing for her personal safety. When she visited the CWC she stated that she felt McMaster University really did not want her there.

#### **7.1.5 Christy Magumbo**

Christy Magumbo a member of the CWC wanted to pursue a graduate degree programme at McMaster University. She called McMaster University and left her name and left messages. McMaster University did not return any of her contacts. Christy was puzzled and turned to members in the local community for advice. The community kindly informed Christy that since she had a foreign last name she would have to go to McMaster University in person, to find out about the degree programmes available.

On arriving at McMaster University Christy was given the run around and subsequently was forced into using belligerent tactics to see an advisor. The advisor stated that McMaster University likes to give places to those who have taken their undergraduate degree with McMaster University. The advisor then went on to state that Christy might want to do another undergraduate degree first with McMaster University after which she would be able to pursue her graduate program. This was despite Christy having graduated from a globally recognized US university and having a 3.5 Grade Point Average (GPA).

## 7.2 Appendix – Statistical Analysis

### 7.2.1 Hamilton Population Balance

The Table 1 lists the ethnic population balance for Hamilton<sup>xxiii</sup>

	<b>2011</b>	<b>2012</b>	<b>2013</b>
	<b>(Estimated)</b>	<b>(Estimated)</b>	<b>(estimated)</b>
Population	<u>519,949<sup>xxiv</sup></u>	536,067	552,686
Population Growth Rate	<u>0.031<sup>xxv</sup></u>	0.031	0.031
Percentage Canadian Black African Minority	13%	13%	13%
Percentage Canadian Other Black Minority	7%	7%	7%
Total Canadian Black Minority	<u>20%<sup>xxvi</sup></u>	20%	20%
Canadian Black African Population	67593	69689	71849
Canadian Other Black Minority	36396	37525	38688
Total Canadian Black Minority	103989	107214	110537

**Table 1 - Estimates on Hamilton Population Growth and Black Minorities**

### 7.2.2 Hamilton High School Graduates<sup>xxvii</sup>

The Table 2 below describes the estimates of the High School Graduates within Hamilton

	<b>2012</b>	<b>2013</b>
Hamilton Population	536,067	552,686
Population of High School Graduates	<u>47600<sup>xxviii</sup></u>	49076
Number of Years to Graduation	5	5
Total number of Potential Graduates	9520	9815
Percentage of Students that Graduate	<u>0.81<sup>xxix</sup></u>	0.81
Total number of HS Graduates	7711	7950
Canadian Black African HS Graduates (Annual) (@13%)	1002	1034
Canadian Other Black Minority HS Graduates (Annual) (@7%)	540	557
<b>Total Canadian Black Minority HS Graduates</b>	<b>1542</b>	<b>1591</b>

Table 2 - Estimates on Canadian Black Minority High School Graduates

### 7.2.3 Faculty Balance

McMaster University has Six Main faculties:

1. DeGroote School of Business
2. Faculty of Engineering
3. Faculty of Health Sciences
4. Faculty of Humanities
5. Faculty of Science
6. Faculty of Social Sciences

The Table 3 lists the Race and Post for the heads of the 6 faculties

Name	Post	Race
Charlotte Yates	Dean, Social Sciences	Caucasian
Peter Sutherland	Acting Dean, Science	Caucasian
Susan Crosta	Dean Humanities	Caucasian
John Kelton	Dean and Vice President, Health Sciences	Caucasian
Arthur Heidebrecht	Acting Dean, Engineering	Caucasian
Leonard Waverman	Dean, DeGroote School of Business	Caucasian

**Table 3 - Post and Race of Senior Faculty**

#### 7.2.4 McMaster University Local/Non-Local Student Balance

McMaster University states that more than 60% of the total full time students come from outside of Hamilton<sup>xxx</sup>. Given this percentage and based on intake estimates the Table 4 describes the estimated intake balance for McMaster University:

		Local (@40%)	Non-Local (@60%)
Canadian Undergraduate Population	20679	8272	12407
Average Number of Years for an Undergraduate Degree	5	5	5
Undergraduate Intake	4136	1654	2482
Canadian Black Africans (@13%)	538	215	323
Canadian Black Other (@7%)	290	116	174
<b>Total Black Undergraduates</b>	<b>828</b>	<b>331</b>	<b>497</b>
Canadian Graduate Population	2862	1145	1717
Average Number of Years for a Graduate Degree	5	5	5
Graduate Intake	572	229	343
Canadian Black Africans (@13%)	74	30	44
Canadian Black Other (@7%)	40	16	24
<b>Total Black Graduates</b>	<b>114</b>	<b>46</b>	<b>68</b>
<b>Total Annual Canadian Black Minority Intake</b>	<b>942</b>	<b>377</b>	<b>565</b>

Table 4 - Estimates on Local & Non-Local Canadian Black Minority Balance at McMaster University



## 7.2.5 Student Balance

The Table 5 contains for the Canadian Black Minority student balance:

	2010	2011	2012 (Estimated)	2013 (estimated)
Undergraduates	20300	20,289	20,703	21,025
Interns & Residents	820	820	882	941
Divinity College	53	59	50	54
Graduate	3025	3,268	3,367	3,436
<b>Total Students</b>	<b>24,198</b>	<b>24,436</b>	<b>25,002</b>	<b>25,456</b>
Foreign Undergraduate Student Population	1289	1,289	1,317	1,341
Foreign Undergraduate Student Factor	0.060879422	0.060879422	0.060879422	0.060879422
<b>Total Canadian Undergraduate Population</b>	<b>19884</b>	<b>19879</b>	<b>20318</b>	<b>20679</b>
Estimated Proportional Canadian Black African Minority Undergraduate Population (@13%)	2585	2584	2641	2688
Estimated Proportional Canadian Other Black Minority Undergraduate Population (@7%)	1392	1392	1422	1448
<b>Estimated Proportional Canadian Black Minority Undergraduate Population</b>	<b>3977</b>	<b>3976</b>	<b>4063</b>	<b>4136</b>
Total Graduate Student Population	3,025	3,268	3,367	3,436
Foreign Graduate Student Population	505	546	562	574
Foreign Graduate Factor	0.166942149	0.166942149	0.166942149	0.166942149
<b>Total Canadian Graduate Population</b>	<b>2,520</b>	<b>2,722</b>	<b>2,805</b>	<b>2,862</b>
Estimated Proportional Canadian Black African Minority Graduate Population (@13%)	328	354	365	372
Estimated Proportional Canadian Other Black Minority Graduate Population (@7%)	176	191	196	200
<b>Estimated Total Proportional Canadian Black Minority Graduate Population</b>	<b>504</b>	<b>545</b>	<b>561</b>	<b>572</b>
<b>Estimated Total Proportional Canadian Black Minority Student Population</b>	<b>4481</b>	<b>4521</b>	<b>4624</b>	<b>4708</b>

**Table 5 - Estimates on Expected Student Racial Balance**

### Key



Items highlighted in blue are actual figures published by McMaster University

### 7.2.6 Intake Figures

The Table 6 describes the intake estimates for McMaster University based on the officially published statistics<sup>xxxix</sup> and using the 13/7 Principle <sup>xxxix</sup>:

Canadian Undergraduate Population	20679
Average Number of Years for an Undergraduate Degree	5
<b>Undergraduate Intake</b>	<b>4136</b>
Canadian Black Africans	538
Canadian Black Other	290
<b>Total Black Undergraduates</b>	<b>828</b>
Canadian Graduate Population	2862
Average Number of Years for a Graduate Degree	5
<b>Graduate Intake</b>	<b>572</b>
Canadian Black Africans	74
Canadian Black Other	40
<b>Total Black Graduates</b>	<b>114</b>
<b>Total Annual Canadian Black Minority Intake</b>	<b>942</b>

**Table 6 - Student Intake Estimates Based on Current Canadian Student Population**

## 8 End Notes

- <sup>i</sup> What Is Internalized Racism? <http://racerelations.about.com/od/understandingrac1/a/internalizedracism.htm>, accessed March 2013
- <sup>ii</sup> The Guardian UK, <http://www.guardian.co.uk/uk/1999/feb/24/lawrence.ukcrime7>, accessed March 2013
- <sup>iii</sup> Racism, <http://www.thecanadianencyclopedia.com/articles/racism>, accessed March 2013
- <sup>iv</sup> A white teacher reflects on institutional racism, <http://www.hcesc.org/resources/Culturally%20Responsive%20Practice/Awhiteteacherreflects.pdf>, accessed March 2013
- <sup>v</sup> The investigation of Mark Duggan's death is tainted. I want no part in it, <http://www.guardian.co.uk/commentisfree/2011/nov/20/investigation-mark-duggan-tainted>, accessed March 2013
- <sup>vi</sup> Racism in the Canadian University: Demanding Social Justice, Inclusion, and Equity, Frances Henry and Carol Tator, University of Toronto Press, 2012
- <sup>vii</sup> An Undergraduate's Perspective on Racism in Academia, <http://www.ceris.metropolis.net/voices/?p=351>, accessed March 2013
- <sup>viii</sup> The final report of the Taskforce on Campus Racism, Canadian Federation of Students, <http://cfsontario.ca/downloads/CFS-Final%20Report%20Task%20Force%20on%20Campus%20Racism.pdf>, accessed March 2013
- <sup>ix</sup> Appendix 7.1.1
- <sup>x</sup> Appendix 7.1.3
- <sup>xi</sup> Education and internalized racism in socio-political context: Zimbabwe and Swaziland, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3151557/>, accessed March 2013
- <sup>xii</sup> Strategic Planning Directions, [http://www.mcmaster.ca/opr/html/discover\\_mcmaster/presidents\\_message/directions.html](http://www.mcmaster.ca/opr/html/discover_mcmaster/presidents_message/directions.html), accessed March 2013
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- <sup>xiv</sup> Appendix 7.2.1
- <sup>xv</sup> Appendix 7.2.5
- <sup>xvi</sup> Appendix 7.1.4
- <sup>xvii</sup> Appendix 7.2.2
- <sup>xviii</sup> Appendix 7.2.3
- <sup>xix</sup> Appendix 7.1.2
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